

University of Dayton Summit

Catholic Identity Metric



Norm Rich

WHAT IS CATHOLIC IDENTITY?

WHAT ARE THE CURRENT TRENDS OF CATHOLIC IDENTITY?

WHY IS CATHOLIC IDENTITY IMPORTANT?

What is Catholic Identity?

Identitas- “the same, repeatedly, habit”...who we are and how we live (Groome)

Catholic Identity (personal):

Habitually integrating our Catholic faith into every aspect of our lives so that we may live as a disciple's of Christ.

Catholic Identity (communal):

A culture of Catholic faith that permeates a community and influences it's members to become disciples of Christ.

What is the current state of Catholic Identity?

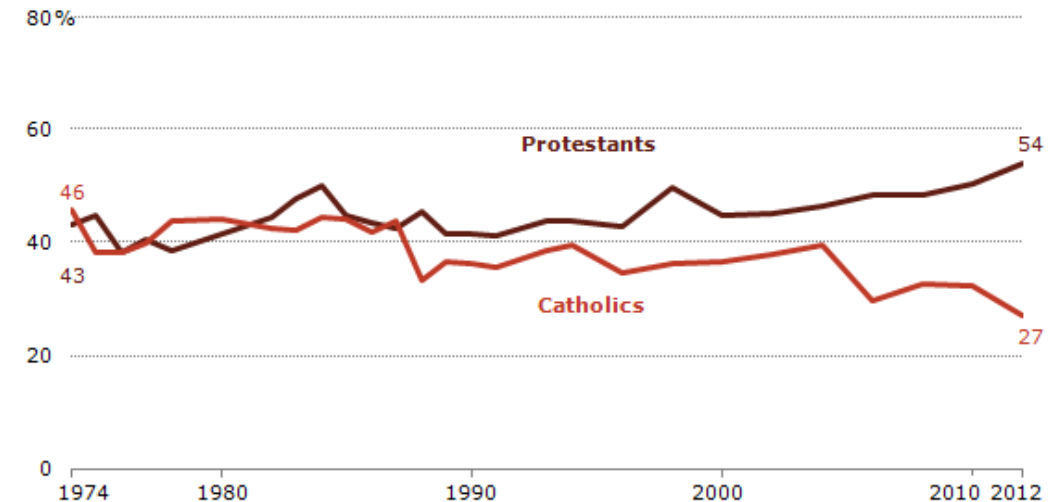
Pew Research Forum Headline
March 13, 2013

‘Strong’ Catholic Identity at a Four-Decade Low in U.S.

Widening Gap with Protestants



Percent of Catholics and Protestants (aggregated) claiming strong religious identity in the General Social Survey, 1974-2012

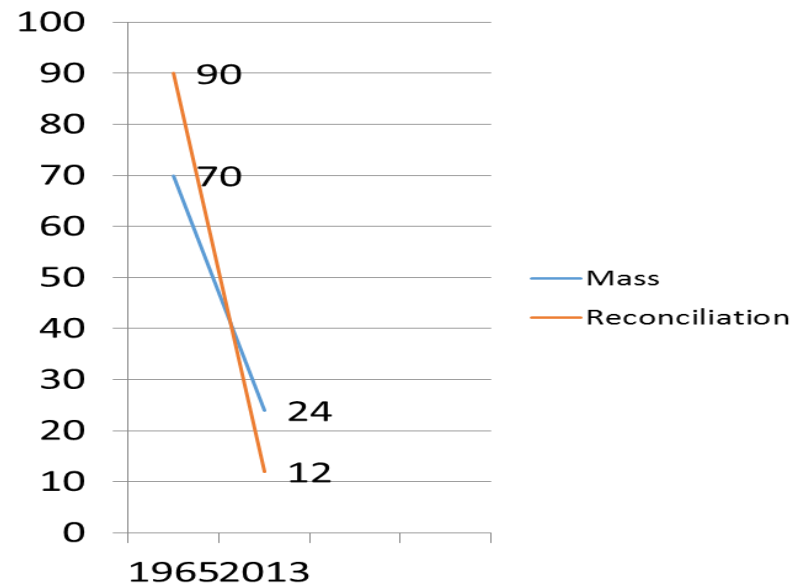
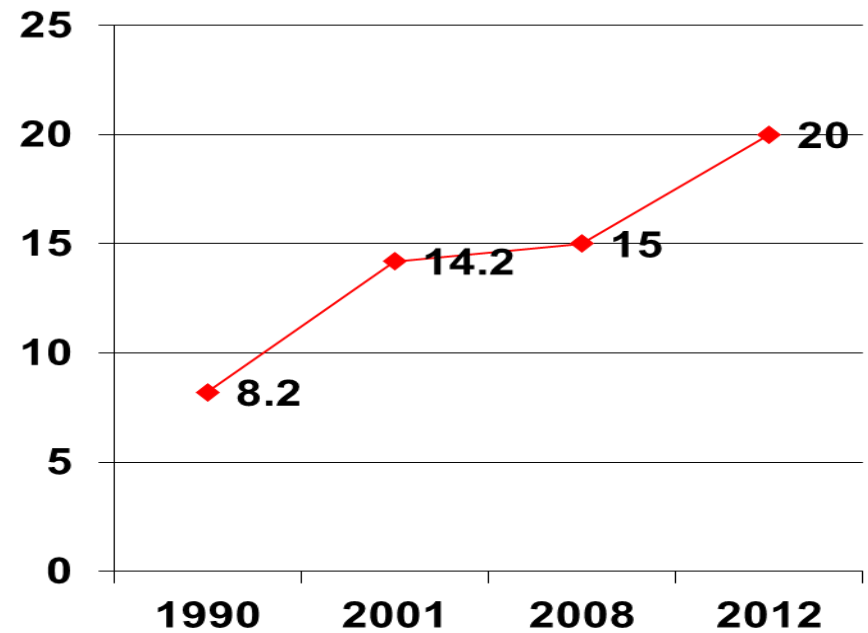


Pew Research Center analysis of GSS data.

PEW RESEARCH CENTER

Fordham Institute, 2008

“In many struggling dioceses...the school’s Catholic identity has been slowly eroded, replaced with focuses on athletics, academics, or whatever other educational avenue the tuition-paying families desire”



Why is Catholic Identity Important?

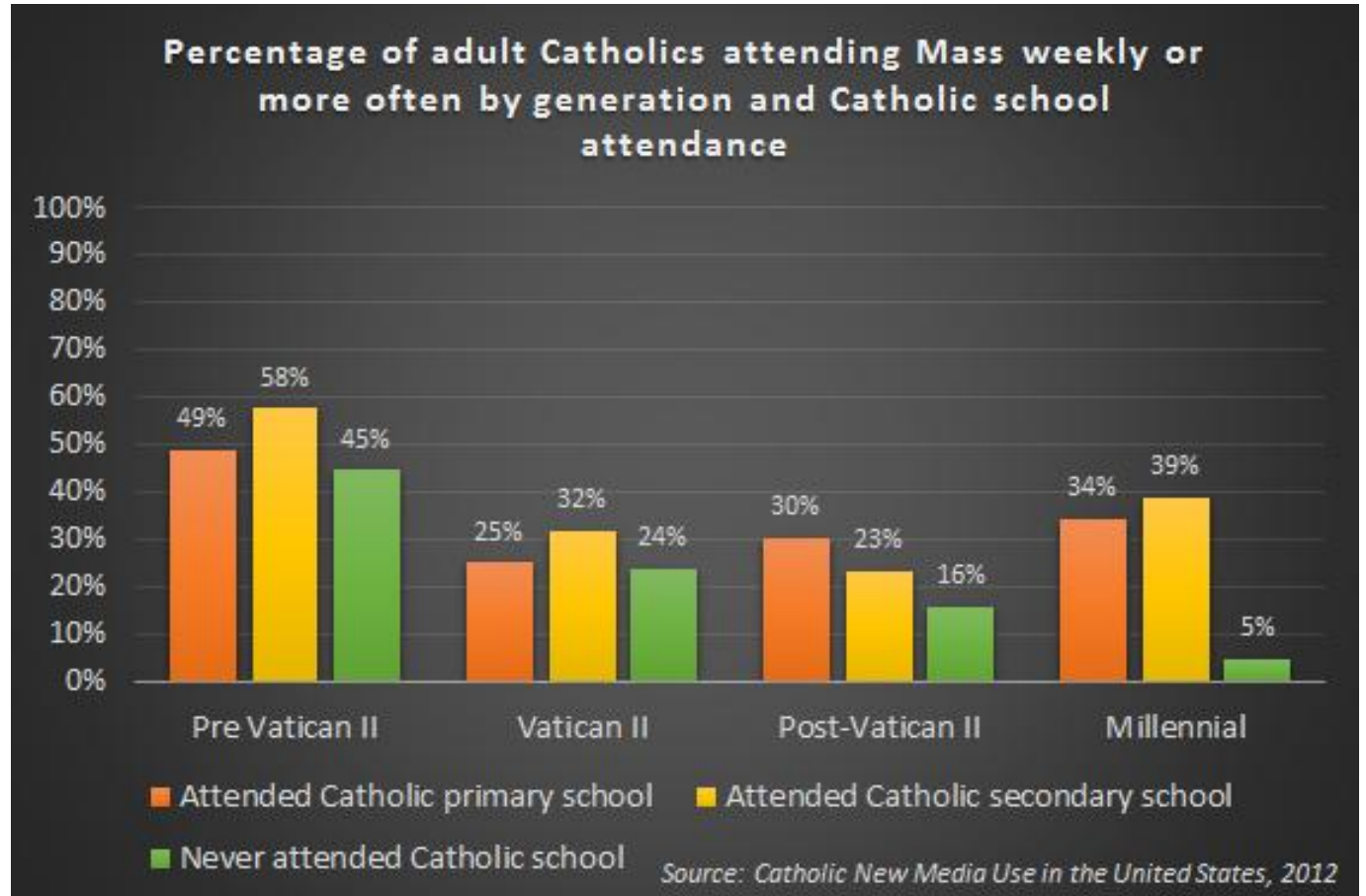
“the school culture...speaks louder than religious instruction. Those who reject or feel rejected by the culture will most likely reject the message. What this means is that a positive, caring supportive school environment is the prerequisite for religious instruction to take place (p.138).” Architects of Catholic Culture by Tim Cook

“The evidence suggests that the living community of persons which makes up the school’s informal Christian environment may well be a far more powerful religious influence than that of the formal religious education classes (p.190).” The Culture of Catholic Schools by Flynn, 1993

CARA Study

Top reasons parents send their children to a Catholic School:

- 1) “Quality religious education”
- 2) “Safe environment”
- 3) “High academic standards”



The Foundation for Strong Catholic Identity

How Do We Form Disciples?
Inform, form, transform

DIMENSIONS OF THE PERSON

Head (cognitive)

- Students must know their faith

Heart (affective)

- Students must experience their faith so they are touched

Hands (behavioral)

- Students must live out their faith through actions

ELEMENTS OF RELIGION

Wisdom (beliefs)

- Dogma, doctrine, discipline

Worship

- Rituals that express one's faith
- Experience of faith

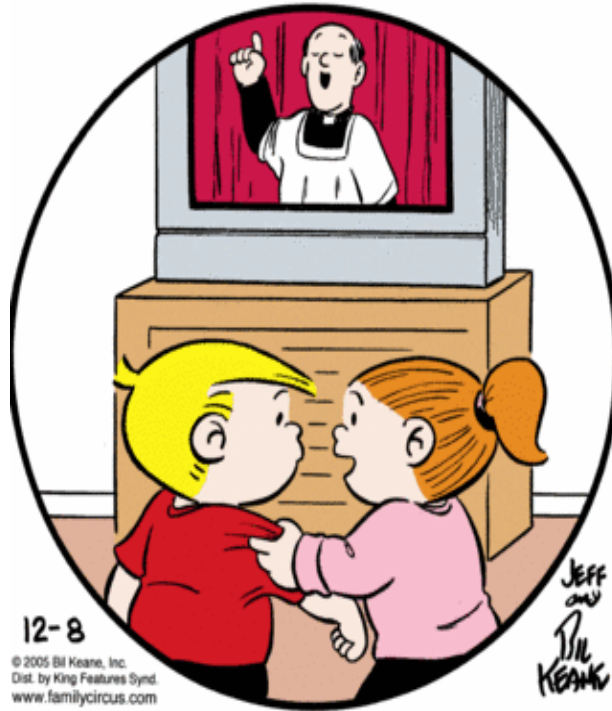
Works

- Behavior that puts faith into actions

Denise Warnecke

WHAT IS THE CATHOLIC IDENTITY METRIC?

WHAT DOES THE CATHOLIC IDENTITY METRIC MEASURE AND HOW DOES IT MEASURE IT?



12-8

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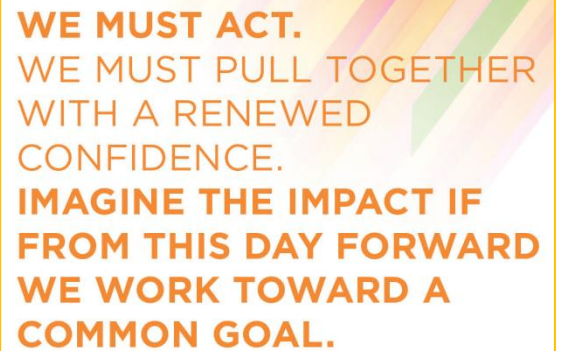
**“Hear that? People in heaven have
ever-laughing life.”**



Lighting the Way

*A Vision for Catholic Schools
Archdiocese of Cincinnati*

EXECUTIVE SUMMARY



**WE MUST ACT.
WE MUST PULL TOGETHER
WITH A RENEWED
CONFIDENCE.
IMAGINE THE IMPACT IF
FROM THIS DAY FORWARD
WE WORK TOWARD A
COMMON GOAL.**

A communion of schools
Academic excellence
Sustainable future
Vibrant communities infused with Catholicism
A bright future for our Church

6

DOMAINS

CATHOLIC IDENTITY
ACADEMIC EXCELLENCE
MARKETING & ENROLLMENT
LEADERSHIP
FINANCE
GOVERNANCE

CATHOLIC IDENTITY

Our vision calls for:

- A renewal of high quality religious formation for Catholic school leaders, particularly new principals.
- An emphasis on educating and encouraging students to discern a religious vocation.
- A conscious, measurable integration of the Catholic faith into non-religious subjects.
- The introduction of a Catholic Identity Metric to quantitatively gauge a school's religious effectiveness.
- Designation of a qualified catechetical leader to serve alongside the principal.
- A seizing of all opportunities to evangelize and catechize school parents, including integrating faith teaching into extracurricular events.
- A closer partnership with pastors in ensuring that students participate in the sacramental and community life of their parish.



HS
teacher



Elementary
Principal



OYYAM



CSO
Finance



OEC



Theology
Chair



Priest



CSO
Regional
Director



HS
Campus
Minister

Form a Team!

“quantitatively gauge a school’s religious effectiveness”

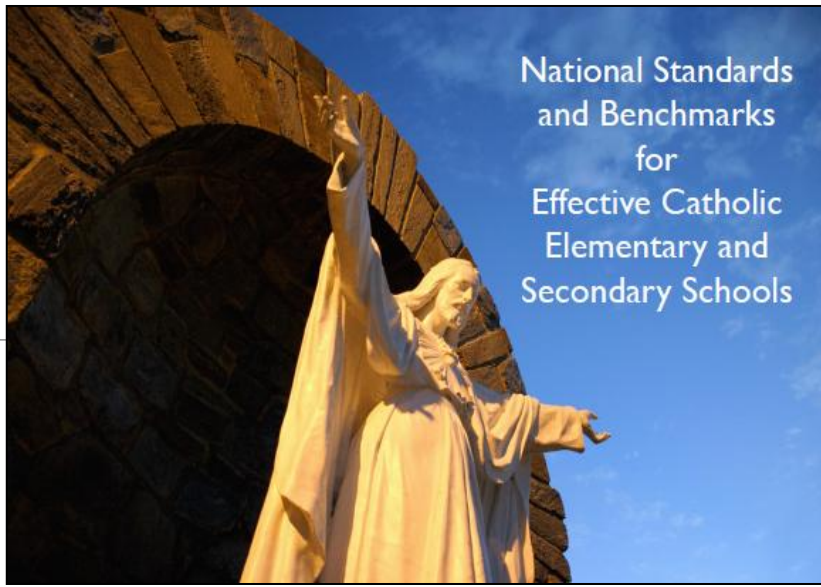


Where to from here???

Catholic Identity can be seen as very subjective.

Is ‘Catholic Identity’ measurable?

- There are ‘indicators’ of Catholic Identity.**
- We need to use objective data.**
- Don’t make more work for school personnel!**



National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools



DEFINING CHARACTERISTICS OF CATHOLIC SCHOOLS

1. Centered in the Person of Jesus Christ
2. Contributing to the Evangelizing Mission of the Church
3. Distinguished by Excellence
4. Committed to Educate the Whole Child
5. Steeped in a Catholic Worldview
6. Sustained by Gospel Witness
7. Shaped by Communion and Community
8. Accessible to All Students
9. Established by the Expressed Authority of the Bishop



Mission and Catholic Identity: Standards

Standard 1:

An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Standard 2:

An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

Standard 3:

An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

Standard 4:

An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.



Mission and Catholic Identity: Benchmarks

- 1.1 The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.
- 1.2 The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.
- 1.4 The mission statement is visible in public places and contained in official documents.



OCSAA has a set of *operating standards* that identify aspects of Catholic School functioning that indicate Catholic Identity.

- Catholic School Leadership
- Catholic School Climate
- Instruction
- Support
- Faith Formation
- Community Formation
- Service Learning
- Student Code of Conduct
- Instructional Practices in the Teaching of Religion

*Our accreditation survey
is based on these.*



The OCSAA survey questionnaires → Should we delete what is not applicable for our purpose and add other questions? What impact would this have? Where to from here?

How Do We Form Disciples?

Inform, form, transform

DIMENSIONS OF THE PERSON

Head (cognitive)

- Students must know their faith

Heart (affective)

- Students must experience their faith so they are touched

Hands (behavioral)

- Students must live out their faith through actions

ELEMENTS OF RELIGION

Wisdom (beliefs)

- Dogma, doctrine, discipline

Worship

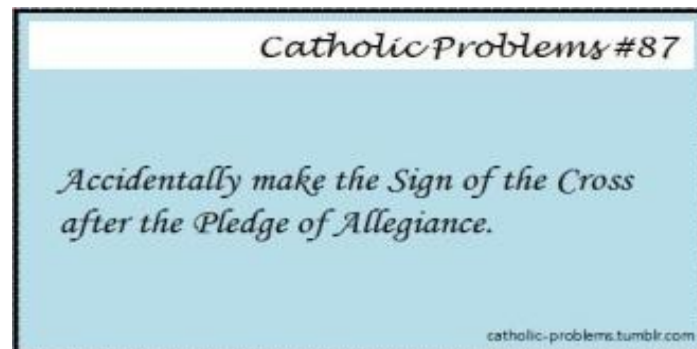
- Rituals that express one's faith
- Experience of faith

Works

- Behavior that puts faith into actions



1. Catholic School Leadership
2. Catholic School Climate
3. Instruction
4. Support
5. Faith Formation
6. Community Formation
7. Service Learning
8. Student Code of Conduct
9. Instructional Practices in the Teaching of Religion



Structure: Wisdom, Worship, Works

Wisdom measures the 'head' aspects of the metric.

Worship measures the 'heart' aspects of the metric.

Works measures the 'hands' aspects of the metric.

Wisdom concepts:

Knowledge of Faith (ACRE)

Instruction (OCSAA)

Instructional Practices in teaching religion (OCSAA)

Observation

Curriculum (OCSAA)

Incorporation of Catholic concepts in non-religion courses (OCSAA)

Faith Formation (OCSAA)

Worship concepts:

Liturgical Life (ACRE)

Prayer (ACRE)

Sacraments(OCSAA)

Environment (OCSAA)

Faith Formation (OCSAA)

Works concepts:

Moral Formation (ACRE)

Communal Life (ACRE) (OCSAA)

Missionary Spirit (ACRE)

Ministerial needs(OCSAA)

Service (OCSAA)

Environment (OCSAA)

Personnel (model faith; contribute to mission) (OCSAA)

Leadership (OCSAA)

Culture (OCSAA)

School Climate (OCSAA)

Support (OCSAA)

Student Code of Conduct (OCSAA)

Faith Formation (OCSAA)

“What is it that we want to measure?”

Wisdom (head)

1. Students have knowledge of the faith as assessed by the six domains of the NCEA IFG:ACRE.
2. All teachers are offered and participate in professional development in Catholic knowledge annually.
3. Teachers follow the Archdiocesan Graded Course of Study for Catechetical Programs and the methodology for teaching religion, helping students to integrate their faith with their daily lives.
4. The school has a properly qualified Catechetical Leader (separate from the principal).

Worship (heart)

1. The environment of the school is clearly and authentically Catholic.
2. Students in a Catholic school are provided frequent opportunities to engage in worship, prayer and the sacraments.

Works (hands)

1. The culture of the school is based on respect for the dignity of each person; thus, students and staff show respect for all members of the community.
2. All students nurture their call to discipleship by engaging in community service that builds the Kingdom of God by promoting charity and justice.
3. The faculty and staff serve as witnesses of discipleship for the students by modeling the values found in the Gospels and the teachings of the Catholic Church.
4. The school is a place of welcome and hospitality for all who enter.
Diversity is intentionally embraced and celebrated.

The topics under each area are meant to help with identifying these questions.



Archdiocese of Cincinnati Catholic Identity Vitality Metric

School: _____
Principal: _____

City: _____
Date: _____

Wisdom Measures

1. Students have knowledge of the faith as assessed by the six domains of the NCEA Information for Growth: Assessment of Catechesis/Religious Education (NCEA IFG)

| 2014 | 2015 | 2016 | 2017 | 2018 |
|----------------|----------------|----------------|----------------|----------------|
| Score/AoC Rank | Score/AoC Rank | Score/AoC Rank | Score/AoC Rank | Score/AoC Rank |
| / | / | / | / | / |
| / | / | / | / | / |
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| / | / | / | / | / |
| / | / | / | / | / |

NCEA IFG: ACRE Domain *Knowledge of the Faith*

NCEA IFG: ACRE Domain *Liturgical Life*

NCEA IFG: ACRE Domain *Moral Formation*

NCEA IFG: ACRE Domain *Prayer*

NCEA IFG: ACRE Domain *Communal Life*

NCEA IFG: ACRE Domain *Missionary Spirit*

Always
Frequently
Sometimes
Not Evident
(1) (2) (3) (4)

2. All teachers are offered and participate in professional development in Catholic knowledge annually.

1 Teachers avail themselves of opportunities for ongoing professional development in the area of Catholic Identity.

2 A variety of current literature and current resources on religion and religious instructional practice is available to teachers.

3 The school allocates resources for the spiritual formation of the staff.

4 The school offers opportunities to reflect on God's call to teaching as ministry.

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3. Teachers follow the Archdiocesan Graded Course of Study for Catechetical Programs and the methodology for teaching religion, helping students to integrate their with their daily lives.

1 Religion classes are held daily in the school.

2 The religion curriculum follows Archdiocesan Guidelines.

3 The curriculum fosters the development of a personal relationship with Jesus Christ and participation in the life of the Catholic community.

4 A variety of assessment strategies that respect the dignity of the human person are used in the religion classroom.

5 The school utilizes national and/or Archdiocesan test results to assess its religion curriculum.

6 Teachers are responsive to the needs of the whole child and adapt techniques and activities to best fit students' learning styles.

7 Teachers incorporate the best in instructional practices and technology for religious education.

8 Catholic teachings extend into the discussions of world events and societal values & practices.

9 The belief that God is revealed in the ordinary events of life permeates the curriculum.

10 The curriculum includes appreciation of religious art and music.

11 Critical thinking skills and a process of moral decision-making rooted in Catholic teaching is taught across the curriculum.

12 The Catholic tradition of "faith seeking understanding" is applied throughout the curriculum.

13 Teachers seize the teachable moment to apply Gospel principles to the lived experience of their students.

14 All disciplines integrate Gospel values, including Catholic Social Teaching.

15 Students have current Religion textbooks for all grades.

16 The school has a budget set aside for religious education that reflects the priority of faith formation and evangelization in the school.

17 HIGH SCHOOL ONLY: The school has a qualified, certified Director of Campus Ministry.

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4. The school has a properly qualified Catechetical Leader (separate from the principal) who is responsible for the implementation of the guidelines for the Archdiocese religion curriculum in the school, ensuring the certification of teachers of religion in the school, reviewing adherence to the Graded Course of Studies for religion in all grades, the liturgical life of the school, etc.

1 The school makes use of its certified Catechetical Leader to assist the principal in providing religious leadership to the school.

2 The principal explicitly supports the Catechetical leader in their responsibilities.

3 The Catechetical Leader in the school has a clear job description.

4 Religion teachers are regularly observed by the principal and the catechetical leader to facilitate best practices.

5 The school utilizes the services of the Archdiocesan and/or parish director of religious education.

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Works Measures

1. The culture of the school is based on respect for the dignity of each person; thus, students and staff show respect for all members of the community.

| | Always | Frequently | Sometimes | Not Evident |
|---|--------|------------|-----------|-------------|
| 1 Gospel values are evidenced in interaction among students, staff, parents, support personnel and stakeholders. | | | | |
| 2 Issues are dealt with in a way that respects individuals and treats all with compassion. | | | | |
| 3 The discipline policy reflects Gospel values and is rooted in human dignity. | | | | |
| 4 Teachers & Staff know the discipline policy and follow it consistently. | | | | |
| 5 The Student Code of Conduct fosters and promotes a positive learning environment. | | | | |
| 6 The Student Code of Conduct provides for the early and meaningful involvement of parents in disciplinary action. | | | | |
| 7 The principal and pastor/priests have a good, positive working relationship. | | | | |
| 8 The school supports parents in their role as primary educators of their children. | | | | |
| 9 The school organizes family-friendly religious events and encourages parents to participate in the family events sponsored by their parish. | | | | |

2. All students nurture their call to discipleship by engaging in community service that builds the Kingdom of God by promoting charity and justice.

| | | | | |
|---|--|--|--|--|
| 1 A variety of service opportunities appropriately integrated with curricular objectives is offered. | | | | |
| 2 Students at this school learn the importance of service and its connection with the Gospel and Catholic social teaching. | | | | |
| 3 Students are given the opportunity to reflect on their service and how it connects to living as a disciple of Christ. | | | | |
| 4 The principal enables active participation of the school community in the life of the parish. | | | | |
| 5 Extra-curricular events/activities/athletics reflect and teach Gospel values. | | | | |
| 6 The school shows evidence of caring for God's creation in our natural resources and the environment, recycling where appropriate. | | | | |
| 7 Religious activities are given a priority in the school as evidenced in the proportionate allocation of resources. | | | | |
| 8 HIGH SCHOOL ONLY: The school's Campus Ministry Program develops and promotes service activities for students. | | | | |

3. The faculty and staff serve as witnesses of discipleship for the students by modeling the values found in the Gospels and the teachings of the Catholic Church.

| | | | | |
|---|--|--|--|--|
| 1 The principal communicates the Mission of the school and its Catholic characteristics so that the Mission and Vision are alive in the School. | | | | |
| 2 The principal instills a culture whereby decisions are based on Gospel values and Catholic Tradition. | | | | |
| 3 Conflicts between and among students, teachers, staff and administrators are resolved in a respectful and healthy manner. | | | | |
| 4 The principal recognizes and creates an atmosphere that cultivates the individual gifts of each of the staff. | | | | |
| 5 The school capitalizes on all opportunities to foster a personal relationship with Jesus Christ for students and staff. | | | | |
| 6 The school promotes clerical, religious, married and single-life vocations. | | | | |
| 7 Religion is an important part of the conversations between teachers and parents. | | | | |
| 8 School resources are used wisely in a spirit of gospel stewardship and with an awareness of the total school. | | | | |

4. The school is a place of welcome and hospitality for all who enter. Diversity is intentionally embraced and celebrated.

| | | | | |
|---|--|--|--|--|
| 1 Visitors to the school are greeted cheerfully and offered help by students and faculty. | | | | |
| 2 The school reflects and celebrates the richness of diversity. | | | | |
| 3 There is a felt sense of community among students and staff. | | | | |
| 4 School personnel take a personal interest in students. | | | | |
| 5 Students have a sense of belonging, acceptance, and care. | | | | |
| 6 The school welcomes and respects the faith traditions of all members of the school community. | | | | |
| 7 The school teaches about various non-Catholic celebrations, such as Passover, Kwanzaa, Ramadan, Sukkot, etc. | | | | |
| 8 Non-Catholic students feel welcomed by faculty and staff. | | | | |
| 9 Non-Catholic students appreciate the Catholic Faith more deeply. | | | | |
| 10 Parish ministers are invited to the school on a regular basis. | | | | |
| 11 ELEMENTARY AND JR HIGH ONLY: The parish priest(s) attends school functions and is regularly visible in the school. | | | | |

Worship Measures

1. The environment of the school is clearly and authentically Catholic.

| | Always (1) | Frequently (2) | Sometimes (3) | Not Evident (4) |
|--|---------------|-------------------|------------------|--------------------|
| 1 The environment of the school is one of Christian hospitality and welcome. | | | | |
| 2 The School's climate reflects the efforts of the school community to live and practice Gospel values. | | | | |
| 3 Students develop a sense of the sacred through the experience of art, music, speech and drama in the school. | | | | |
| 4 The school's physical environment (bulletin boards, displays, decoration) promotes an understanding of Catholic terminology and practice. | | | | |
| 5 There is a crucifix in every classroom. | | | | |
| 6 The school environment expresses outward signs of Catholic culture through religious artwork, performing arts, music, and architecture. | | | | |
| 7 Other than the name, there are visible signs on the exterior of the school that help identify it as Catholic (Mary statue, Crucifix, etc.) | | | | |
| 8 If the school is not located next to a parish church, it has a chapel. | | | | |
| 9 The art and environment in the school reflect the appropriate Liturgical Seasons. | | | | |
| 10 The school prominently displays pictures of the Pope and Archbishop. | | | | |
| 11 The school welcomes parents who want to participate in school liturgies and religious activities. | | | | |
| 12 The school invites guests (priests, sisters, social workers) to interact with the students. | | | | |
| 13 The school's communication media (newsletters, website, etc.) reflects Catholic values. | | | | |

2. Students in a Catholic school are provided frequent opportunities to engage in worship, prayer and the sacraments.

| | | | | |
|--|--|--|--|--|
| 1 Each school day begins with prayer. | | | | |
| 2 Teachers model prayer for the students at Mass and in the classroom where formal and informal prayer is part of every school day. | | | | |
| 3 Extra-curricular activities begin with prayer. This includes practices, sporting events, contests, and shows. | | | | |
| 4 Meetings with faculty, staff, students and parents begin with prayer. | | | | |
| 5 The staff regularly gathers for prayer and reflection. | | | | |
| 6 Liturgy is an important and unifying expression of community. | | | | |
| 7 Students and staff prepare school liturgies and other prayer experiences & devotional practices according to official Liturgical guidelines. | | | | |
| 8 Staff and students at the school <i>participate</i> in the songs, prayers and rituals during liturgy. | | | | |
| 9 The school properly prepares students to serve in various liturgical ministries appropriate to their age level. | | | | |
| 10 The school celebrates an all-school Mass regularly (weekly preferred). | | | | |
| 11 The significance of liturgical seasons is taught and celebrated. | | | | |
| 12 Visual elements, especially liturgical symbols, play an important part in liturgies. | | | | |
| 13 The school makes resources available for the meaningful celebration of liturgies. | | | | |
| 14 Students are given at least two opportunities to celebrate the Sacrament of Penance/Reconciliation during the school year. | | | | |
| 15 The school offers students and personnel opportunities to participate in faith formation experiences such as religious retreats. | | | | |
| 16 School administrators, teachers and Campus Ministers strongly encourage Catholic students to regularly attend Mass at their home parish. | | | | |
| 17 ELEMENTARY AND JR HIGH ONLY: The first celebration of the sacraments takes place within the student's parish community. | | | | |
| 18 ELEMENTARY AND JR HIGH ONLY: Sacramental preparation emphasizes the role of the parish community. | | | | |
| 19 ELEMENTARY AND JR HIGH ONLY: Parents participate in the parish's sacramental preparation sessions for families. | | | | |
| 20 HIGH SCHOOL ONLY: Campus ministry offers a variety of opportunities for prayer and spiritual growth. | | | | |

Overall Measure Summary

| | raw score | Good | Potential Issue | Problem | Serious Concern | CSO Rank |
|---------|-----------|------|-----------------|---------|-----------------|----------|
| Wisdom | | | | | | |
| Works | | | | | | |
| Worship | | | | | | |

Signature

The Metric is populated by:

1. Self-Study Surveys (Staff + Student/Parent)

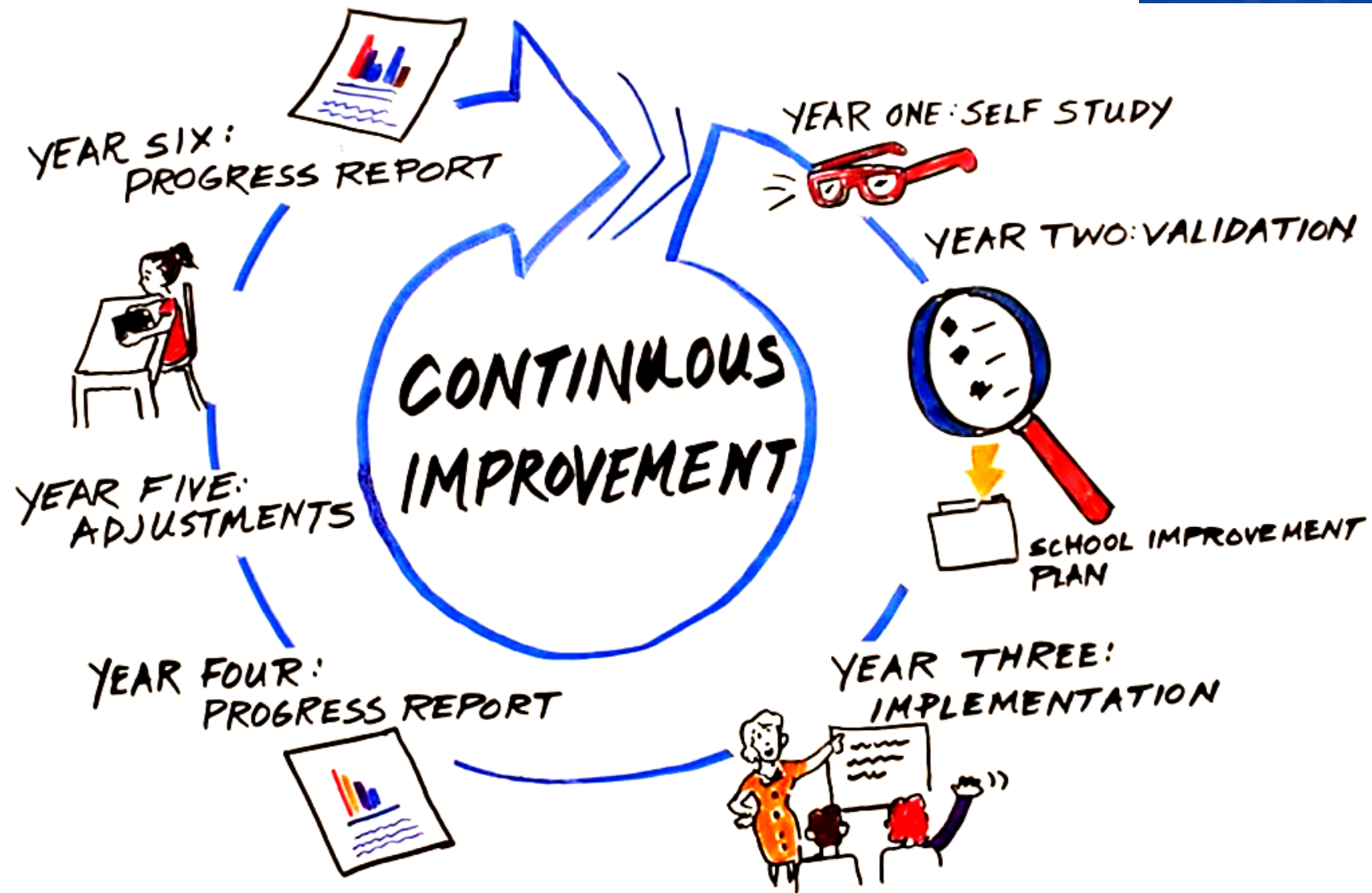
| Archdiocese of Cincinnati Catholic Schools Self-Study Catholic Identity | | | | | | | | | | | | | | | | |
|--|--------------------------|--|--------------------------|--------------------------|----------------|---|---|--------------------|---|---|-------------------|---|-------------------------------------|-------------|---|--|
| PURPOSE: The purpose of this instrument is to assess the Catholic identity of the School. It is primarily intended for use by pastors, principals, teachers, and self-study committees. It may be used in conjunction with other self-study instruments. | | | | | | | | | | | | | | | | |
| INSTRUCTIONS FOR COMPLETING THIS INSTRUMENT: Use the following scale to evaluate the extent to which each criterion is currently evident (actually practiced) within your school. <table border="0"> <tr> <td>Always Evident</td> <td>></td> <td>Is seen at the school in nearly every incident.</td> </tr> <tr> <td>Frequently Evident</td> <td>></td> <td>Is seen at the school much of the time.</td> </tr> <tr> <td>Sometimes Evident</td> <td>></td> <td>Is occasionally seen at the school.</td> </tr> <tr> <td>Not Evident</td> <td>></td> <td>Is not seen at the school in nearly every opportunity.</td> </tr> </table> | | | | | Always Evident | > | Is seen at the school in nearly every incident. | Frequently Evident | > | Is seen at the school much of the time. | Sometimes Evident | > | Is occasionally seen at the school. | Not Evident | > | Is not seen at the school in nearly every opportunity. |
| Always Evident | > | Is seen at the school in nearly every incident. | | | | | | | | | | | | | | |
| Frequently Evident | > | Is seen at the school much of the time. | | | | | | | | | | | | | | |
| Sometimes Evident | > | Is occasionally seen at the school. | | | | | | | | | | | | | | |
| Not Evident | > | Is not seen at the school in nearly every opportunity. | | | | | | | | | | | | | | |
| | Always | Frequently | Sometimes | Not Evident | | | | | | | | | | | | |
| A. Catholic School Leadership | | | | | | | | | | | | | | | | |
| 1. The principal instills a culture whereby decisions are based on Gospel values and Catholic Tradition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 2. Issues are dealt with in a way that respects individuals and treats all with compassion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 3. The principal communicates the Mission of the school and its Catholic characteristics so that the Mission and Vision are alive in the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 4. The principal recognizes and creates an atmosphere that cultivates the individual gifts in each of the staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 5. The principal enables active participation of the school community in the life of the parish. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 6. The school makes use of its certified Catechetical Leader to assist the principal in providing religious leadership to the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 7. Religion teachers are regularly observed by the principal and the catechetical leader to facilitate best practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 8. The principal explicitly supports the Catechetical leader in their responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| B. Catholic School Climate | | | | | | | | | | | | | | | | |
| 1. The School's climate reflects the efforts of the school community to live and practice Gospel values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 2. School personnel take a personal interest in students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 3. Visitors to the school are greeted cheerfully and offered help by students and faculty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 4. The school welcomes and respects the faith traditions of all members of the school community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 5. The school teaches about various non-Catholic celebrations, such as Passover, Kwanzaa, Ramadan, Sukkot, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| 6. The school reflects and celebrates the richness of diversity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |

2. Observations of CSO Regional Directors

| Archdiocese of Cincinnati Catholic Schools Office CATHOLIC IDENTITY OBSERVATIONS | | |
|--|--------------------------|--------------------------|
| School Name | <input type="text"/> | |
| Address | <input type="text"/> | |
| City | <input type="text"/> | Zip <input type="text"/> |
| Principal | <input type="text"/> | |
| Principal E-mail | <input type="text"/> | |
| Today's Date | <input type="text"/> | |
| A. Catholic School Leadership | | |
| 1 The Catechetical Leader has a clear job description. | YES | NO |
| Catechetical Leader's name: <input type="text"/> | | |
| B. Catholic School Climate | | |
| 1 The environment of the school is one of Christian hospitality and welcome. | YES | NO |
| 2 If not located next to a parish church, the school has a Chapel | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The art and environment reflect the appropriate Liturgical seasons. | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Support | | |
| 1 The school has a budget set aside for religious education and activities that reflects the priority of faith formation and evangelization in the school. | YES | NO |
| E. Faith Formation | | |
| 1 Penance/Reconciliation is celebrated at least twice each school year | YES | NO |
| 2 Teachers take advantage of opportunities for ongoing professional development in the religious education. | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Student Code of Conduct | | |
| 1 The Discipline Policy reflects Gospel values and is rooted in human dignity. | YES | NO |
| I. Instructional Practices in the Teaching of Religion | | |
| 1 Students have current Religion textbooks for all grades. | YES | NO |
| 2 New religion teachers are mentored by the school Catechetical Leader. (not for Metric) | <input type="checkbox"/> | <input type="checkbox"/> |
| List new religion teachers: | | |
| <input type="text"/> | Grade | <input type="text"/> |
| <input type="text"/> | Grade | <input type="text"/> |
| <input type="text"/> | Grade | <input type="text"/> |
| <input type="text"/> | Grade | <input type="text"/> |

3. Annual IFG-ACRE Scores





Sherry Gabert

HOW WILL THE CATHOLIC IDENTITY METRIC BE IMPLEMENTED IN OUR SCHOOLS?

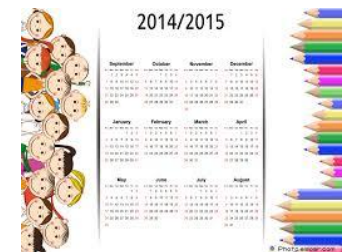
HOW WILL THE USE OF THE METRIC HELP US FORM CATHOLIC IDENTITY?

Implementation Process

1. Schools will go through the process in their 1st and 4th year of OCSAA
2. Schools will conduct a survey in October/November of their staff, parents and students.



3. The survey will be analyzed by the Archdiocese of Cincinnati Catholic School Office.
4. ACRE results will be collected from the Office of Evangelization and Catechesis



Results

The results of the Catholic Identity Metric will be shared with the schools in late March and April.



What next?

The Catholic Schools Office will use the results to help guide:

- Professional Development for Catholic Identity
- Discussions about Catholic Identity in the School
- Catholic Identity Improvement Plans
- Discussions with Parish or School Board about the Catholic Identity in the School

How can schools use this tool?

Parishes and schools can work together to develop a plan on how to improve Catholic Identity for the school.



Religion departments and Campus ministry in High Schools can look at their results and discuss how they can work together to improve the Catholic Identity of the school.



How does this tool help the Catholic Culture of the School?

